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ABSTRACT

This booklet describes British efforts to develop a world-class, highly skilled work force. The booklet examines the following topics: Britain's training framework (the National and Scottish Vocational Qualification system and national targets for foundation and lifetime learning and training); strategies for developing a flexible qualification system (the National Vocational Qualifications (NVQ) framework, NVQ levels, and sample NVQ routes); efforts to encourage employers to invest in training (the role of industry training organizations, training and enterprise councils, the Investors in People program, and the National Training Awards program); strategies for educating and training young people for high-quality skills (post-16 routes, education initiatives at the postsecondary level and in higher education, further education-sector colleges, apprenticeships, youth training, the Youth Credits program, and careers services); motivating and enabling individuals to train (advice and guidance, incentives to train, and open and distance learning); initiatives to help unemployed people and individuals who are at a disadvantage in the labor market; methods to achieve and monitor quality in the training market; and mechanisms for working in partnership with the European Community (the European Social Fund and European Community training programs). Appended are lists of pertinent acts of Parliament and command papers and abbreviations. (MN)

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ED 410 372

Training in BRITAIN

a guide

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DEPARTMENT FOR EDUCATION AND EMPLOYMENT

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FOREWORD BY THE SECRETARY OF STATE FOR EMPLOYMENT

Highly skilled working people - trained to world-class standards - make an important contribution to any modern and prosperous economy. Businesses today face the most competitive environment they have ever seen. And the pace of change is swift. Our companies must be able to compete successfully with the best.

Achieving excellence in training and skills is increasingly recognised by developed - and developing - countries as crucial to future success. Modern workforces require well-motivated individuals with skills and adaptability in order to meet the demands, in ever more competitive world markets, for quality products. We must look beyond the boundaries of Europe: we must have world-class skills to sustain and improve the quality of life we have achieved.

We have developed different approaches to meet our different needs. This must be respected. But we can learn from each other's experiences in developing the quality training we need.

In Britain we have made substantial progress in setting the right strategic framework. Employers are increasingly aware that training can be a key investment for business success. But much still needs to be done. We have now set out a further ambitious agenda for specific education and training measures to bring out the best of the talent and skills of our people.

This booklet aims to share our strategy and targets in the field of training and qualifications. It describes the steps we are taking to achieve our objectives. There is much to be gained from the exchange of ideas, best practice and innovations. In that way, it can help us to expand opportunities for all our people and to raise standards of training and skills.

1 BRITAIN'S TRAINING FRAMEWORK: *structure and strategy*

1.1 The objective of the British Government's vocational education and training strategy is to improve private and public investment in training by developing systems which are capable of responding flexibly and coherently to changes in customer expectations, new markets and opportunities arising from new technologies. The rationale behind this flexible approach is that an adequate and appropriate skill supply is a prerequisite of both business and individual success. It is an approach founded upon many parties working in **partnership** towards agreed goals rather than upon legislation.

1.2 The Secretary of State for Employment has overall responsibility for vocational education and training strategy in Great Britain and is responsible for training policy in England. The Secretaries of State for Scotland and Wales are responsible for training policy in Scotland and Wales respectively. Acts of Parliament and Command Papers relevant to vocational education and training are listed at Annex 1. The main Act is the 1973 Employment and Training Act which, with its subsequent revisions, is an enabling rather than a prescriptive statute. This Guide covers training in Great Britain; there are separate arrangements in Northern Ireland.

THE INFRASTRUCTURE

1.3 The Government provides leadership and strategic direction to Britain's training efforts. Its role is to create and support the framework in which businesses and individuals are able both to determine and decide how to address their training needs. The framework is therefore responsive, flexible and based on a partnership between Government, employers, individuals and education and training providers. The components of Britain's training framework are outlined below.

- A **compulsory school education system** is the foundation for vocational education and training. The National Curriculum provides a broad and balanced education for all pupils aged 5 to 16 in England and Wales. It is setting new and higher standards, and raising expectations of what pupils at all levels can achieve. There is emphasis on the basic skills of literacy and numeracy. Pupils are taught essential skills and knowledge for their age and level of ability, and are tested in the core subjects of maths, science and English (and in Wales, Welsh) at ages 7, 11 and 14.

- A **reorganised Further Education-sector** provides a range of academic and vocational education and training courses to individuals post-16. The new funding mechanism for Further Education-sector colleges is designed to ensure that colleges are more responsive to the needs of students and employers. Part of the funding is directly related to student numbers.

- **A national framework of qualifications** meets the needs of young people entering the labour market for the first time and all adults including those who need to update their skills. The framework comprises National and Scottish Vocational Qualifications, academic qualifications, General National and Scottish Vocational Qualifications, and units for certificating achievement in Core Skills.

THE NATIONAL AND SCOTTISH VOCATIONAL QUALIFICATION SYSTEM

The National and Scottish Vocational Qualification system provides a framework in which individual vocational qualifications can be located, so that they are easy to understand. The qualifications are:

- based on standards, set by employers, which define the knowledge and skills needed in the workplace;
- a guarantee of competence to do the job;
- modular so that skills and knowledge common to many jobs can be recognised;
- free from restrictions about the pace, place and method of learning; and
- accessible to all age groups, from school students to those nearing the end of their careers.

- A network of **Training and Enterprise Councils** (TECs) in England and Wales and **Local Enterprise Companies** (LECs) in Scotland. TECs and LECs are local, employer-led companies which develop strategies to meet the skill requirements of their communities.
- A comprehensive network of national, employer-led, **Industry Training Organisations**, which act as the focal point for training in their sectors. They monitor skill needs in their sectors, set skill standards and encourage employers to invest in training.
- A **National Advisory Council for Education and Training Targets**, led by top business people, which monitors progress towards the National Targets for Education and Training and advises the Government.
- An established and robust **open and distance learning market** which uses television and other communications technology to deliver training to individuals and companies at a time and place which suits their needs.

THE STRATEGY

1.4 Britain's vocational education and training strategy is based on four priorities, which are framed within an overall economic goal: to increase individual and national prosperity by stimulating enterprise and developing excellence in skills.

▶ **PRIORITY ONE: Employers, the self-employed, and individual people in the workforce, investing effectively in the skills needed for business creation and growth, and for individual success.**

- The Investors in People Standard encourages employers to invest in the training and development of their workforces.
- Career Development Loans, training credits and other incentives enable and encourage individuals to train.

▶ **PRIORITY TWO: People who are out of work or at a disadvantage in the labour market acquiring and maintaining relevant skills and obtaining appropriate support to enable them to compete better for employment or self-employment and to contribute more effectively to the economy.**

- The Training for Work programme and a range of guidance services provide unemployed people with training, work experience and job search help.
- TECs and LECs receive funding to help those at a disadvantage in the labour market.

▶ **PRIORITY THREE: Encouraging and enabling young people to gain the skills and enterprising attitudes needed for entry to the workforce and to prepare them to realise their full potential throughout working life, and in particular to progress to NVQ level 3 and beyond, if they are able.**

- Youth Credits give young people the power to pursue the training of their choice.
- Modern Apprenticeships will provide young people with high quality work-based training to technician, craft and supervisor levels.

▶ **PRIORITY FOUR: Making the market for vocational education and training work better so that it responds to the changing needs of employers and individuals quickly and cost-effectively.**

- National and Scottish Vocational Qualifications are based on standards, set by employers, which are directly relevant to the workplace.
- Quality is assured by giving individuals greater power to choose their own training and opening up the training market to competition.

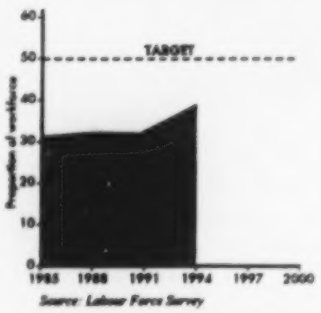
THE NATIONAL TARGETS FOR EDUCATION AND TRAINING

1.5 The National Targets for Education and Training were launched in 1991 by the Confederation of British Industry, with the support of the Government and 78 other organisations including the Trades Union Congress. They are an integral part of Britain's training strategy since they quantify the challenge that faces all those who plan, provide or use vocational training. Progress towards the Targets requires action by all the business, education and training partners at local, sectoral and national levels.

1.6 The National Advisory Council for Education and Training Targets (NACETT) monitors progress towards the National Targets, advises Government on policies which influence progress towards them and promotes employer investment. The Council comprises leading people from business and education. NACETT are currently undertaking a review of the Targets and are expected to report on their recommendations early in 1995. A separate advisory council monitors progress towards the targets in Scotland - the Scottish Council for Education and Training Targets (ASCETT).

NATIONAL TARGETS

By the year 2000, 50% of employed workforce qualified to at least NVQ3/academic equivalent



Current national position: 39.2%
Progress needed: 1.5% points a year

NATIONAL TARGETS FOR EDUCATION AND TRAINING

FOUNDATION LEARNING

- immediate moves to ensure that by 1997 at least 80% of all young people attain National Vocational Qualification or Scottish Vocational Qualification (NVQ/SVQ) level 2 or its academic equivalent in their foundation education and training;
- all young people who can benefit should be given an entitlement to structured training, work experience or education leading to NVQ/SVQ level 3 or its academic equivalent;
- by 2000, at least half of those reaching age 19 should attain NVQ/SVQ level 3 or its academic equivalent as a basis for further progression;
- all education and training provision should be structured and designed to develop self reliance, flexibility and broad competence as well as specific skills.

LIFETIME LEARNING

- by 1996, all employees should take part in training or development activities as the norm;
- by 1996, at least half of the employed workforce should be aiming for qualifications or units towards them within the NVQ/SVQ framework, preferably in the context of individual action plans and with support from employers;
- by 2000, 50% of the employed workforce should be qualified to NVQ/SVQ level 3 or its academic equivalent as a minimum;
- by 1996, at least half of the medium sized and larger organisations should qualify as Investors in People, assessed by the relevant Training and Enterprise Council (TEC) in England and Wales or by the chief assessor appointed by the Scottish Enterprise and Highlands and Islands Enterprise networks in Scotland.

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2 [illegible] A FLEXIBLE QUALIFICATION SYSTEM

AIMS

2.1 The qualifications system must meet the requirement of a rapidly changing modern economy for a competent, qualified and flexible workforce. Young people and adults need to have a framework of qualifications to measure their achievements and enable them to add to their skills throughout working life. Employers need to have a framework of qualifications which is relevant to the workplace and responsive to change. Vocational qualifications must therefore be easily understood by both employers and individuals and also have equal status with academic qualifications.

2.2 Since 1986 the UK has embarked on a revolution to rationalise its diverse system of vocational qualifications by establishing a comprehensive framework of National Vocational Qualifications (NVQs). This is being reinforced by the development of General National Vocational Qualifications and units which recognise the achievement of core skills. Alongside well established academic qualifications, they are the elements in Britain's qualifications framework.

THE NATIONAL VOCATIONAL QUALIFICATIONS FRAMEWORK

2.3 The **National Council for Vocational Qualifications** (NCVQ) was established in 1986, following the White Paper "Working Together - Education and Training", to introduce National Vocational Qualifications in England, Wales and Northern Ireland. The NCVQ does not itself award qualifications. Its role is to approve and accredit qualifications and the bodies that award them. In Scotland, the **Scottish Vocational Education Council** (SCOTVEC) performs a similar role, developing and accrediting a parallel system of Scottish Vocational Qualifications (SVQs). Unlike the NCVQ, SCOTVEC is also an Awarding Body. All further references to NVQs in this guide include SVQs.

2.4 The new NVQ system is radically different to the old time-based approach to qualifications. Traditional qualifications tended to show that an individual had undertaken a course of study and achieved a minimum mark in a written test. NVQs define what the individual has to be able to do to perform effectively in the workplace. Each NVQ is made up of a number of units which set out the standards which the individual must reach in a range of tasks. The individual is assessed on the performance of these tasks. All the units must be achieved for the NVQ to be awarded. As there are no time limits those who learn quickly or who have had relevant prior experience can achieve the NVQ more quickly than others.

2.5 Unlike many traditional qualifications, attainment of an NVQ does not take the form of a written examination. Achievement of standards is assessed by observation in the workplace, but may also include practical simulation, oral questioning, assignments and course work - whatever is most appropriate to demonstrate that the individual can perform the task to the required standard.

2.6 All NVQs slot into the **NVQ Framework** according to their occupational area and level. The NVQ Framework offers a way of comparing qualifications and shows how an individual can progress through the NVQ system either between levels or across different occupational areas. The Framework has five levels which cover the range of occupational performance - from Level 1 which recognises the most basic skills, to Level 5 for the highest levels of professional skills.

DEFINITIONS OF NVQ LEVELS

LEVEL 5 competence which involves the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

LEVEL 4 competence in a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

LEVEL 3 competence in a broad range of varied work activities performed in a wide variety of contexts most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

LEVEL 2 competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

LEVEL 1 competence in the performance of a range of varied work activities, most of which may be routine and predictable.

The definitions of the NVQ levels provide a general guide and are not intended to be prescriptive.

2.7 NVQs are based on standards of occupational **"competence"**. These describe the skills and knowledge people need to be able to perform effectively at work. The standards for each occupation are set by **Lead Bodies**, which comprise representatives of employers, trade unions and professional groups and which are supported by the Employment Department. Lead Bodies are often formed by Industry Training Organisations (see Section 3.3).

2.8 Lead Bodies work with nationally recognised **Awarding Bodies** to design NVQs which incorporate appropriate groupings of standards. The Awarding Bodies examine and validate vocational education and training and produce their awards to meet the NVQ criteria. The major Awarding Bodies include the RSA Examinations Board, the City and Guilds of London Institute, the Business and Technology Education Council and SCOTVEC.

2.9 Awarding Bodies and Lead Bodies submit their proposed NVQs to the NCVQ for **accreditation** and assignment to places in the NVQ Framework. To achieve accreditation, Awarding Bodies must meet certain criteria laid down by the NCVQ and show that they are taking the necessary steps to maintain the quality and currency of the qualifications. Accreditation is given for a maximum of 5 years and re-accreditation must then be sought.

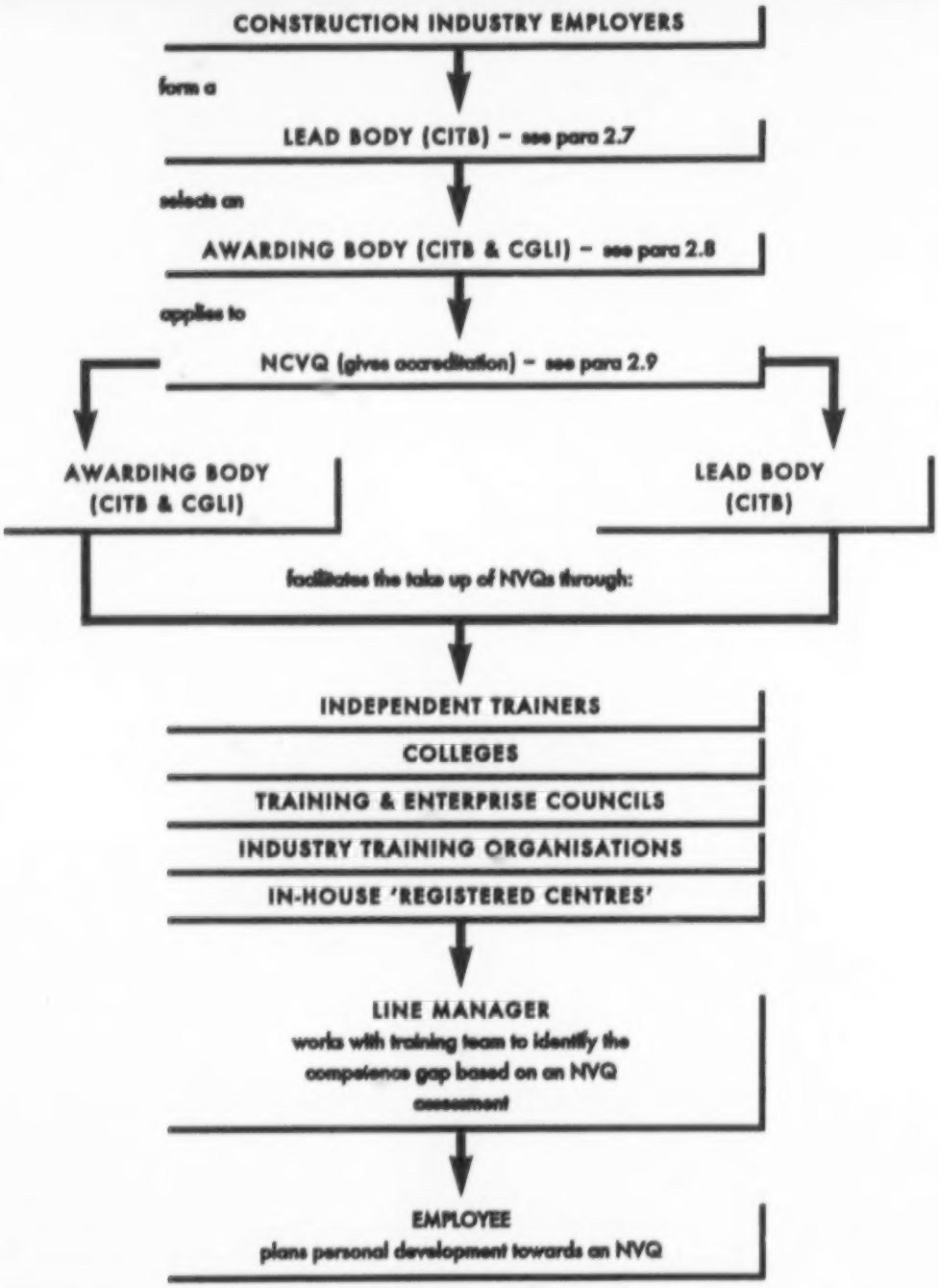
2.10 Once accreditation is achieved, Awarding Bodies and Lead Bodies promote their NVQs to employers, education and training providers and individuals. **Training and Enterprise Councils and Local Enterprise Companies** (TECs/LECs - see section 3.4) encourage local employers to use the occupational standards and NVQs. NVQs provide TECs with a tool for commissioning training and for measuring its effectiveness.

2.11 The NVQ approach has three clear advantages over traditional qualifications systems:

- it is possible to build up a system of qualifications in occupations where no comprehensive system exists;
- it provides a means of accrediting an individual's prior experience; and
- it enables those who are already at work to upgrade their skills.

The diagrams on pages 11 and 12 show the route for developing and delivering an NVQ in the construction industry and the units which make up two construction NVQs at levels 2 and 3.

EXAMPLE OF AN NVQ ROUTE (England & Wales)


CONSTRUCTION INDUSTRY EMPLOYERS
form a
LEAD BODY (CITB) – see para 2.7
selects an
AWARDING BODY (CITB & CGLI) – see para 2.8
applies to
NCVQ (gives accreditation) – see para 2.9
AWARDING BODY (CITB & CGLI)
LEAD BODY (CITB)
facilitates the take up of NVQs through:
INDEPENDENT TRAINERS
COLLEGES
TRAINING & ENTERPRISE COUNCILS
INDUSTRY TRAINING ORGANISATIONS
IN-HOUSE 'REGISTERED CENTRES'
LINE MANAGER
works with training team to identify the competence gap based on an NVQ assessment
EMPLOYEE
plans personal development towards an NVQ

CITB = Construction Industry Training Board
CGLI = City and Guilds of London Institute

EXAMPLES OF NVQ LEVELS 2 AND 3

BRICKLAYING (CONSTRUCTION) LEVEL 3

UNITS

Contribute to the planning, organisation, monitoring, control and evaluation of operational activities.

Maintain working conditions and operational activities to meet quality standards.

Provide ground services (site drainage).

Erect and dismantle access platforms (scaffolding - bricklaying).

Provide dimensional positioning (setting out an elementary building).

Install structural fabric components (complex brick and blockwork walling).

Provide surface finishing (concreting to basic slabs).

Assess candidates performance.

BRICKLAYING (CONSTRUCTION) LEVEL 2

UNITS

Install structural fabric components (brick and blockwork walling).

Install structural fabric components (supplementary brick and blockwork).

Provide ground services (site drainage).

Erect and dismantle access platforms (scaffolding - bricklaying).

Provide dimensional positioning (setting out an elementary building).

GENERAL NATIONAL VOCATIONAL QUALIFICATIONS

2.12 General National Vocational Qualifications (GNVQs) were introduced in September 1992 to provide a third type of qualification in addition to NVQs and academic qualifications. They are available currently at three levels - Foundation, Intermediate and Advanced - reflecting the range of ability of young people at age 16. GNVQs are designed to be delivered in full time education, but learning frequently involves short work placements. They are based on explicit standards and are of modular structure to allow credit accumulation. They provide a sound preparation for subsequent employment in a range of related occupations and facilitate further progress in full time education. Advanced level GNVQs (the new vocational A levels) are designed to prepare for entry into higher education.

2.13 The Government announced, in its May 1994 White Paper, "Competitiveness: Helping Business to Win", that a range of vocational courses, based on GNVQs, will be available to 14 to 16 year olds, from 1995, as part of the National Curriculum.

2.14 The Awarding Bodies develop GNVQs and submit them to the NCVQ for accreditation. General Scottish Vocational Qualifications (GSVQs) are the equivalent qualifications in Scotland.

CORE SKILLS

2.15 Core Skill Units are designed to recognise ownership of, and ability to transfer, skills relevant to many occupations. They are available at five levels reflecting the different levels of expectation at the workplace. Units in each of the following are available at all levels: communication, application of number, information technology, working with others, improving own learning and performance, and modern foreign languages. The units can be either used by themselves, or incorporated into or used in association with GNVQs or NVQs. All GNVQs include units in communication, application of number and information technology. The Awarding Bodies are responsible for assessment and certification.

KEY FACTS

Established in 1986, NCVQ comprises employers, trade unions, education representatives and members from Wales, Northern Ireland and Scotland.

The national framework of standards-based qualifications covers 82% of the employed population up to NVQ Level 5 and all the most economically significant occupations.

By the end of 1995, a UK wide system of vocational qualifications should be in place for 90% of the workforce at NVQ Levels 1 to 5.

Over 700,000 people have already obtained NVQs or SVQs.

Around 120,000 students are studying for GNVQs in 1994/95, and it is expected that 50% of 16 to 17 year olds will be studying for them by 1996/97.

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ENCOURAGING EMPLOYERS TO INVEST IN TRAINING

AIMS

3.1 As training is an essential key to successful economic performance, the full commitment of employers is vital: not just to effective investment in the training of their own workforces, but also to ensuring that the education and training of the young and the unemployed is relevant to labour market needs. The Government believes that commitment is best achieved not by compulsion, which tends to lead to training for its own sake, but by involving employers and others in partnership - nationally, sectorally and locally - in order to promote effective training investment to meet real business objectives.

EMPLOYER INVESTMENT

3.2 British employers have traditionally accepted responsibility for training their own workforces. They provide and finance most of their employees' training. As well as investing in job-specific skills, some businesses give their employees an entitlement to financial support for general education and training in their own time. It is estimated that employers now spend over £20 billion each year on the training and development of their employees. Almost two thirds of employers with 25 or more employees have a training plan for their workforce and over half have established a specific training budget. A range of initiatives, including Investors in People, National Vocational Qualifications, National Training Awards and the National Targets for lifetime learning, are helping to make employers aware of and understand the business benefits of effective employee training and development.

EMPLOYEES RECEIVING TRAINING

Employees of working age receiving job-related training in the last four weeks, spring each year

Source: Labour Force Survey

INDUSTRY TRAINING ORGANISATIONS

3.3 Employers promote training in their own industrial sectors through a national network of **Industry Training Organisations** (ITOs). These are non-statutory organisations which are mainly independent of Government. Most ITOs are administered by employers themselves and depend for their income on voluntary subscriptions and the sale of services to employers. ITOs have three major roles: to monitor future skill requirements and training needs in their sectors; to develop and promote occupational standards; and to encourage employers to increase their training efforts. Many ITOs are involved in the delivery of Youth Training (4.16) and other Government initiatives. The ITO network is represented by the National Council of ITOs. There are also two statutory Industry Training Boards covering the construction and engineering construction sectors.

TRAINING AND ENTERPRISE COUNCILS AND LOCAL ENTERPRISE COMPANIES

3.4 Traditionally employers' training efforts have been directed to meeting

the needs of their own businesses. A new feature of the training framework is the employer-led **Training and Enterprise Councils** (TECs) in England and Wales and **Local Enterprise Companies** (LECs) in Scotland. TECs and LECs are private companies which develop training strategies for their local communities and are able to adapt national programmes (for example, Youth Training (4.16) and Training for Work (6.2)) to meet local needs. Each has a board of directors comprising 8 to 16 key local decision makers, two-thirds of whom must be local private sector business leaders. The rest of the board is made up of representatives from local government, voluntary organisations and trades unions.

3.5 TEC and LEC annual business plans set out specific targets and objectives for the whole community. These plans include proposals for helping unemployed people and those at a disadvantage in the labour market. By making training more relevant to local needs TECs and LECs ensure that resources are used more efficiently.

3.6 TECs in England and Wales operate under contracts with the Secretaries of State for Employment and Wales respectively. They also contract with the Department of Trade and Industry to deliver enterprise programmes and will be able to compete for contracts under the Department of the Environment's Single Regeneration Budget. LECs in Scotland have wider ranging responsibilities than the TECs, covering economic development and environmental improvement. LECs are run under the supervision of two enterprise bodies, Scottish Enterprise and Highlands and Islands Enterprise, which are the responsibility of the Secretary of State for Scotland.

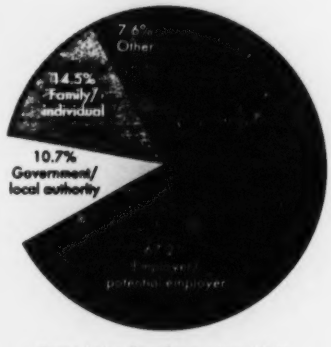
INVESTORS IN PEOPLE

3.7 The Government encourages and recognises effective investment in training by employers through the **Investors in People** national Standard. To be awarded the Investors in People national Standard an employer must:

- make a public commitment from the top of the organisation to develop all employees to achieve the organisation's business objectives;
- regularly review the training and development needs of all employees;
- take action to train and develop employees, when they are recruited and throughout their employment; and
- evaluate the investment in training and development to assess achievement and improve future effectiveness.

3.8 A key measure of the Standard is that employers have a written but flexible business plan which sets out an employer's business goals and targets, considers how employees will contribute to achieving the plan and

SOURCES OF EMPLOYEES' TRAINING FEES



Source: Labour Force Survey, winter 1993/94

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KEY FACTS

In winter 1993/94, over 2.9 million employees received job-related training in a four week period - an increase of 76% from Spring 1984 (seasonally adjusted).

Between 1987 and 1993 the number of people in the labour force with a qualification rose by over 2.7 million to 79%.

82 Training and Enterprise Councils in England and Wales are responsible for over £1.7 billion of public funding for training.

There are 22 Local Enterprise Companies in Scotland.

Some 1,050 top business and community leaders are involved in TECs. Over 700 companies have their most senior directors on TEC Boards.

Over 120 Industry Training Organisations cover sectors employing around 85% of the civilian workforce.

As at July 1994, over 1,000 organisations recognised as Investors in People and over 9,400 organisations committed to working towards the Investors in People Standard.

specifies how development needs will be achieved and met.

3.9 The purpose of Investors in People is to improve business performance by encouraging employers to link the training and development of their employees to business needs. Participation in Investors in People is voluntary. The Standard provides a framework for action rather than a detailed blueprint for every business. TECs and LECs give advice to participating businesses on how they can work towards the Standard, taking into account the different needs and business goals of each organisation.

3.10 "Investors in People UK", which is led by top business people, provides the national leadership for Investors in People.

NATIONAL TRAINING AWARDS

3.11 The **National Training Awards** reward, publicise and disseminate examples of excellence in training. The Awards are a national competition open to everyone, including training providers, individuals and employers. There are Special Awards for training of benefit to women, people from ethnic minorities and people with special needs. These awards are now recognised as a symbol of world class training and provide a key means of promoting the message that training pays.

SMALL FIRMS

3.12 The Government recognises that small firms can face particular difficulties in providing training for their employees, especially when substantial off-the-job training is necessary. In its May 1994 White Paper on "Competitiveness: Helping Business to Win", the Government announced that it would make available £63 million over 3 years, to help small firms develop their capability to train, through training up to 24,000 key workers in firms with fewer than 50 employees and giving them the ability to pass their skills to others. In addition, the **Small Firms Training Loans Scheme** will help firms with under 50 employees to access funding to pay for training.

MANAGERS

3.13 Managers play a key role in influencing organisations' policies regarding investment in trainers. Managers who have benefitted from high quality, relevant training are most likely to attribute value to the training of others and to secure effective training policies in their organisations. Through the **Management Charter Initiative**, an employer representative body, the Government is supporting a range of activities directed at promoting more and better quality management development.

4 EDUCATING AND TRAINING YOUNG PEOPLE FOR HIGH QUALITY SKILLS

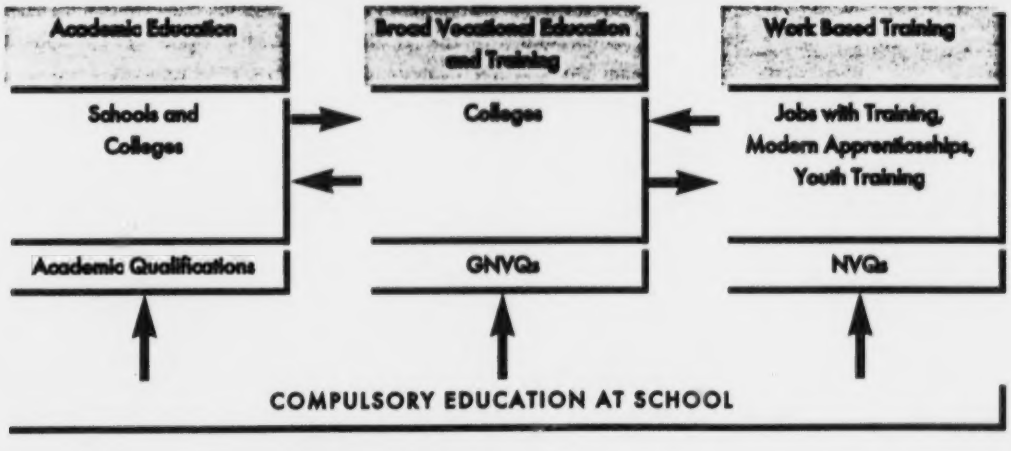
AIMS

4.1 The Government's strategy is to ensure that the education and training system provides young people with a firm and broad foundation for their working careers. Education and training should enable young people to achieve their full potential and develop the skills the economy needs. This will mean all young people receiving appropriate training whether at school, at college or in work and achieving higher levels of attainment in line with the National Targets for foundation learning. High quality further education and training should be the norm for all 16 and 17 year olds who can benefit from it. Young people need to be aware of and encouraged to use the diversity of options available to them. For this choice to be effective there must be parity of esteem between academic and vocational qualifications. Students must recognise that there are clear progression routes into and between all qualifications, and that all are effective routes to further training, education and employment.

POST-16 ROUTES

4.2 In Britain compulsory school education lasts from age 5 to age 16. Through the National Curriculum, it provides the foundation for further education and training. At 16, young people are able to choose between or combine courses leading to three main types of qualifications. The three broad routes are:

THREE MAIN ROUTES FOR YOUNG PEOPLE AT AGE 16



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- continuing academic studies, either at school or a Further Education-sector college;

- studying, or continuing to study, for a broad vocational qualification, such as the General National Vocational Qualification (see 2.12), usually full time at a Further Education-sector college;

- work-based training leading to a National Vocational Qualification (see Section 2) or its equivalent. This can take the form of an apprenticeship, employment with "on-the-job" training or vocational training through Youth Training, Modern Apprenticeships or Accelerated Modern Apprenticeships (described below). These may include part time study at a Further Education-sector college.

These are not rigid routes. For example, a young person who achieves a combination of a General National Vocational Qualification and an academic qualification could proceed to either university or work-based training leading to an NVQ.

EDUCATION INITIATIVES

4.3 In recent years a series of initiatives have brought **schools and colleges** closer to the world of work, and so helped to prepare young people for training and work.

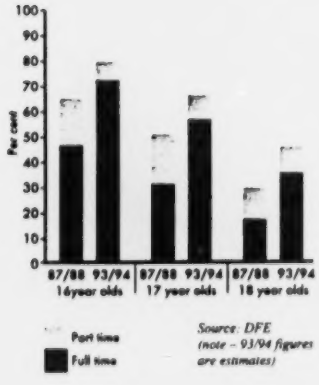
4.4 The Technical and Vocational Education Initiative (TVEI) is making the experience of all 14 to 19 year olds in full time education more relevant to working life. It does this in a number of ways including encouraging students to study and gain qualifications in work-related subjects, providing work experience placements, and enhancing guidance and counselling activities. By Autumn 1992, when this national programme was at the mid-point of its 10 year life, all local education authorities in Great Britain had been involved. A particular focus is to encourage study leading to GNVQs.

4.5 Enterprise in Higher Education (EHE) provides undergraduates with transferable skills as part of their degree studies, to enable them to be lifelong learners and to help fit them for the world of work. It does this through curriculum and staff development, to adopt innovative approaches to teaching and learning. Over 60 UK Higher Education Institutions have contracted with the Employment Department to deliver EHE, and others are involved via networking.

4.6 Compacts are local agreements which aim, by strengthening links between employers, and schools and colleges, to increase attainment at school and participation in further education and training. Under Compacts,

PARTICIPATION IN EDUCATION

by 16-18 year olds in England (1987/88 and 1993/94)



Source: DFE (note – 93/94 figures are estimates)

young people, supported by their school or college, work to achieve agreed targets, and employers provide a range of employment related incentives such as further training and jobs, for those attaining the targets. Compacts have been shown to enhance the staying on rates of young people in further education.

4.7 The **Teacher Placement Service** organises placements for teachers in business and encourages business people to spend time in education. Through placements, the Service aims to provide experiences which enable teachers to develop new and relevant learning opportunities for young people and to extend the personal and professional development of teachers.

4.8 **Education Business Partnerships** have been developed to coordinate education business collaboration in local areas. They assist Training and Enterprise Councils (TECs) and Local Enterprise Companies (LECs) to formulate and deliver their education strategies by engaging employers, local education authorities, schools, colleges and others so that initiatives such as TVEI, Compacts and Teacher Placement Service can be developed in a coherent manner.

4.9 In its May 1994 White Paper, "Competitiveness: Helping Business to Win", the Government announced that it would make available £23 million over 3 years to support work experience for all students in their last year of compulsory education. Training and Enterprise Councils and their local partners will be asked to take forward arrangements in their areas.

4.10 **General National Vocational Qualifications** (GNVQs) provide a third route, in addition to the academic and job-specific vocational routes, to qualifications, further and higher education, training and employment (see 2.12).

4.11 **The National Record of Achievement** (NRA) provides a nationally recognised format to summarise the achievements and experience of its owners, both in education and throughout working life. It can be used to summarise achievements which have been certificated nationally, but also to describe achievements such as personal effectiveness. The NRA also incorporates a section on action planning and so can be used for setting learning goals and planning and monitoring progress towards them. From summer 1993 most schools will use the NRA format to report achievements to school leavers. The NRA is also provided free to those on Youth Training, those receiving Youth Credits and Training For Work trainees, and is used by those working towards GNVQs. In its May 1994 White Paper, "Competitiveness: Helping Business to Win", the Government encouraged use of the NRA in employee recruitment and to endorse pupils' work experience.

KEY FACTS

In 1993, 70% of 16 year olds stayed on full time in schools and colleges - compared to 42% in 1979. Including those on Youth Training or otherwise combining further study with work, well over 90% of 16 year olds continued in some form of education or training.

54% of 17 year olds continued their studies full time in 1992, double the proportion in 1979, and around 80% were in some form of education or training.

In England in 1991/92, 92% of secondary schools and 56% of primary schools had links or contacts with local businesses; and 91% of pupils in their last year of compulsory schooling were involved in work experience placements.

Around 5,000 schools and colleges involved in Technical and Vocational Education Initiative and over one million students benefiting.

Over 250,000 students are involved with Enterprise in Higher Education at any one time and over 20,000 employers have participated.

KEY FACTS

Compacts cover 800 schools and colleges, 180,000 young people and 10,000 employers, providing nearly 9,000 jobs with training.

Over 120,000 teachers have undertaken placements in industry organised by the Teacher Placement Service since its inception in 1989.

128 Education Business Partnerships in England and Wales.

80% of schools use the National Record of Achievement to record students' achievements.

4 million young people trained since the Youth Training Scheme introduced.

As at April 1994 there were 277,700 young people on Youth Training or Youth Credits.

Over 2.7 million individual careers interviews were carried out by the Careers Service in 1993.

FURTHER EDUCATION-SECTOR COLLEGES

4.12 Further Education-sector colleges are the main providers of broad vocational education and training qualifications to young people aged 16 to 18. They also offer both courses leading to academic qualifications and work-related courses leading to NVQs. The Further Education Funding Councils in England and Wales reward colleges that are able to expand by responding to local training needs. Government plans to increase expenditure on Further Education will allow for a record 25% increase in full time equivalent student numbers over the next three years from 1992-93, so that there will be over one million full time equivalent students in England by 1995-96.

4.13 Further Education-sector colleges work closely with Training and Enterprise Councils (TECs) to ensure that their courses are adapted to the needs of local economies. From April 1995, TECs will administer two new funds, the **Further Education Competitiveness and Development Funds**, which will allow the Further Education-sector to become more responsive to the needs of local labour markets, employers and individuals.

APPRENTICESHIPS

4.14 Many young people follow the **apprenticeship** route. In 1993 there were 245,000 apprentices in Britain of whom 38% were in the service sector, 18% in construction and 33% in production industries. The Government already supports some apprenticeships and similar arrangements through Youth Training and Youth Credits.

4.15 In December 1993, the Government announced plans for **Modern Apprenticeships**. This is a major reform of the training system which will provide 16 and 17 year olds with work-based training at technician, craft and supervisor levels (NVQ level 3 and above). **Accelerated Modern Apprenticeships** for 18 and 19 year olds were announced in the May 1994, White Paper "Competitiveness: Helping Business to Win". The aim of Modern Apprenticeships and Accelerated Modern Apprenticeships is to increase to over 70,000 per year the number of young people qualified to NVQ level 3 or higher. They will be available in England from 1995/96 and will be funded through Youth Credits.

YOUTH TRAINING

4.16 Youth Training (YT) is a planned programme of training for work for young people leaving school at age 16 or 17. All young people under the age of 18 (and, in special circumstances, 18 to 25 year olds) who are not in full time education or employment are guaranteed the offer of suitable training place within prescribed time limits. Young people on YT have the opportunity to achieve NVQ level 2 as a minimum attainment or other appropriate goals for those with special training needs.

YOUTH CREDITS

4.17 A **Youth Credit** is an entitlement to train to approved standards, mainly for 16 and 17 year olds who have left full time education. Each credit has a financial value and can be presented to an employer or training provider and exchanged for an approved course of training leading to at least NVQ level 2, or its equivalent. Youth Credits will be the mechanism by which young people access work-based training including Modern Apprenticeships.

4.18 The experience of TEC and LEC pilot schemes is that Youth Credits boost the motivation of young people to train, as well as employers' willingness to invest in their training. Youth Credits are being introduced progressively. Funding will be available in 1994/95 for all remaining TECs in England to be ready to offer credits from April 1995.

4.19 TECs and LECs are responsible for the design and delivery of YT and Youth Credits at a local level.

CAREERS SERVICE

4.20 All school pupils and leavers in Britain, together with certain other categories of young people, are entitled to free guidance services from local **Careers Services**. Careers Services provide informed and impartial careers and labour market information. They help clients make suitable careers decisions, resulting from a structured programme of careers guidance which is recorded in an agreed plan of action. Careers Services may refer clients to suitable education, training or employment opportunities. Careers Services assist TECs and LECs with their delivery of initiatives and programmes, such as Youth Credits, by providing enhanced careers guidance including the drawing up of individual action plans. Under 1993 legislation, Careers Services are being opened up to a wider range of providers in order to ensure high standards everywhere.

4.21 The Government announced, in its May 1994 White Paper, " Competitiveness: Helping Business to Win", that additional funding over three years from 1995 will enhance the provision of quality careers guidance to young people at critical decision making points, particularly at the ages of 13, 15 and 17. This will lead to improved motivation, higher attainment and improved value for money for the education and training system. The new measures also include increased investment in training for more careers officers and existing careers service staff.

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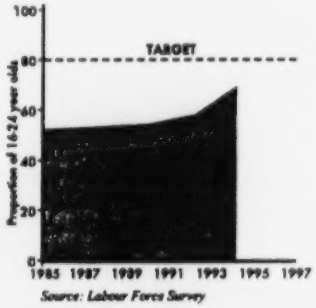
NATIONAL TARGETS

By 1997, 80% of young people to reach NVQ2/academic equivalent



Current national position: 64.2%
Progress needed: 4% points a year

5 MOTIVATING AND ENABLING INDIVIDUALS TO TRAIN

AIMS

5.1 The Government is committed to developing policies designed to secure greater individual commitment to learning. Individuals must be persuaded of the value of taking responsibility for, and investing in, their own learning and development. The right environment must exist to help people reach informed decisions, and to take action on those decisions. Individuals must have access to comprehensive and sound information and guidance on learning opportunities to enable them to make informed choices. Improved accessibility of education and training and financial arrangements which encourage more individuals to invest in their own education and training are equally important. The 1992 White Paper "People, Jobs and Opportunity" set out a number of specific policies designed to motivate and empower individuals.

5.2 The training framework must be sufficiently flexible to ensure that training supply matches demand, not only in terms of existing provision, but also through innovative learning techniques and advanced methods of delivery. The existence of a market, in which public and private sector education and training providers compete for custom, empowers individuals by offering them a range of choices. Open and distance learning enables individuals to learn at a time, place and pace to suit their personal needs.

ADVICE AND GUIDANCE

5.3 The Government has established a number of initiatives - largely delivered through the Training and Enterprise Councils (TECs) and Local Enterprise Companies (LECs) - to improve advice and guidance services for adults.

5.4 **Gateways to Learning** enable TECs to develop local networks of quality assured guidance providers. These networks can include the Careers Service, the Employment Service and private employment agencies. The aim is to stimulate both the supply of and demand for guidance. In many cases this is through the provision of guidance vouchers, which individuals can spend with the providers of their choice.

5.5 The **Skill Choice** initiative provides individuals with credits to help towards the purchase of accreditation of prior learning and guidance and assessment services of their choice. Accreditation of prior learning allows people to gain qualifications or units towards them for what they already know and can do.

5.6 The **Access to Assessment** initiative broadens individuals' access to assessment for National Vocational Qualifications (NVQs). It includes the accreditation of prior learning to enable individuals to gain NVQs or units towards them.

5.7 The **Careers Service** is a source of wide ranging information and impartial careers advice and guidance for adults as well as for young people (see 4.20). Partnerships between TECs, the Careers Service and others are an increasing feature of "all-age" guidance.

INCENTIVES TO TRAIN

5.8 Individuals can apply for **Career Development Loans** (CDLs) which cover 80% of their course fees, plus the full cost of books, materials and other related expenses. In some circumstances living expenses may also be covered. In cases where an individual has been out of work for three months or more he or she can apply for 100% of course fees. The loans help people pay for vocational training of their own choice which they could not otherwise afford. CDLs operate through a partnership arrangement between the Employment Department and three major banks which make the loans. Loan repayments are deferred for the period of training, plus one month, during which time the Government pays the interest. In cases where individuals are registered unemployed and claiming benefit at that stage, applications can be made to the bank to defer repayments for up to a further five months.

5.9 **Tax relief** is granted to individuals who are paying for training capable of leading to a National Vocational Qualification. This provides a stimulus for those wish to train but are deterred by the cost.

5.10 **Individual Training Accounts** encourage the establishment of joint employee/employer funds to pay for training which benefits both the business and the individual. The Government announced formal consultations on voluntary Individual Training Accounts in its May 1994 White Paper on "Competitiveness: Helping Business to Win".

5.11 A few TECs are also experimenting with the use of **Adult Training Credits** which will enable individuals to purchase their own training.

5.12 The Government is helping women and men with domestic commitments to benefit from training by making programmes more flexible. Programmes such as Training for Work (see 6.2) have relaxed eligibility criteria for labour market returners and lone parents. They also allow for part time participation and contribute to the cost of childcare. TECs and LECs are funding a variety of childcare initiatives including after-school and holiday playschemes, childminder networks and school-based recreational and educational classes.

KEY FACTS

Gateways to Learning deliver guidance services in 41 TEC areas in England. In one area, 40% of clients said it was the availability of vouchers that encouraged them to seek careers guidance.

Skill Choice will provide, over two years, credits to 250,000 individuals to purchase accreditation of prior learning and guidance and assessment services of their choice

1991-94, Government investing £10 million for TECs to expand Access to Assessment for National Vocational Qualifications.

At July 1994, over £138 million worth of lending on more than 52,000 approved applications for Career Development Loans.

OPEN AND DISTANCE LEARNING

5.13 The Government's **Open Tech Programme** in the 1980s laid the foundation for Britain's open and distance learning infrastructure. The Employment Department also promoted the use of technology to improve the effectiveness and accessibility of training and to lower its cost. Today Britain has a thriving and developing open learning industry which is able to offer increasing opportunities for wider access to training, and greater individual choice to encourage individual investment in training. Technologies used include compact disc technologies, computer networking, virtual reality and telecommunications. A wide and expanding range of vocational open learning materials are available and are listed in a national **Open Learning Directory**.

5.14 Individuals are encouraged to make use of open and distance learning through a number of initiatives. For example, the **Open Learning in Libraries** initiative helps to make open learning materials and back-up services available to the public in local libraries.

5.15 Britain also has a number of well established open and distance learning institutions. The **Open College** provides individuals and employers with open learning courses and support materials. It has a wide range of training courses, from basic technology skills to management courses, many of which count towards a recognised qualification. It also provides other services, such as training needs analysis for companies and company specific training schemes. The Open College has now become self-financing after initial funding from the Employment Department.

5.16 The **Open University** provides adults with part time higher education opportunities. Its continuing education programme offers vocational courses for adults in a wide range of disciplines. These include management courses and other professional development courses.

6 HELPING UNEMPLOYED PEOPLE INTO WORK

AIMS

6.1 The Government helps those people who are unemployed or at a disadvantage in the labour market to get back to work and update their skills. The needs of long term unemployed individuals are addressed by a package of measures including training, work experience and advice on looking for work. Training and Enterprise Councils and Local Enterprise Companies are funded to develop innovative local initiatives as well as to deliver national training programmes for the unemployed. The European Social Fund also supports many programmes and projects for the unemployed.

INITIATIVES TO HELP UNEMPLOYED PEOPLE

6.2 The **Training for Work** programme provides training for long term unemployed adults. Its objective is to help long term unemployed people to find jobs and to improve their work related skills through a mix of training to achieve vocational qualifications, job-specific training, work preparation and work on community projects. The help provided is tailored to individual needs. Eligibility for the programme is focused on those, aged 18 years or over, who have been unemployed for 6 months or more. Entry criteria are relaxed for those at a disadvantage in the labour market, for example if they are disabled, lone parents or labour market returners. Priority in recruitment to the programme is given to those unemployed for 12 months who are referred from an Employment Service Jobplan guidance workshop and to people with disabilities. Priority is also given to those who are under age 25 and have never worked and people who have been unemployed for 24 months or more and have been referred from an Employment Service New Restart Course. Training for Work is more flexible than previous training and temporary work programmes, and early evidence indicates that it is leading to considerably improved performance in getting people into jobs and equipping them with vocational qualifications.

6.3 The **Business Start-up Scheme** helps unemployed people to start their own businesses, with the support of training, counselling and a weekly allowance for up to 15 months;

6.4 The Employment Service (ES) is a Government agency which provides information, advice and guidance to unemployed people who are claiming benefit through its network of Jobcentres. When someone becomes unemployed and wishes to claim benefit, they will have an interview with a member of an ES Back to Work Team. During the interview they will agree a **Back to Work Plan**. Clients who have been unemployed for six months or more are asked to attend an interview with a Client Adviser, or another member of an advisory team, every six months. These interviews are known as the **Restart** programme and aim to help clients plan the best way for them

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to get back into work. **Jobclubs** provide advice and coaching in jobsearch techniques for those who have not found work after six months. **Job Review Workshops** provide help to managers and executives who need to change career. **Jobplan Workshops** provide assessment over five days to help people still unemployed after a year identify their strengths and skills, set new job goals and draw up an action plan for getting back to work. The workshops make use of computer based guidance packages. **New Restart Courses** last for a fortnight and combine part time attendance with assigned job search tasks to help people develop a route back to work.

6.5 **Community Action** provides opportunities for long-term unemployed people to develop their skills through doing work of benefit to the community.

6.6 Training and Enterprise Councils (TECs) and Local Enterprise Companies (LECs) offer programmes designed to meet the needs of unemployed individuals through an appropriate mix of training, work preparation and temporary work. The Government is encouraging TECs and LECs to develop ways of using credits in adult training and to explore ways of expanding useful temporary work in public services.

INITIATIVES TO HELP INDIVIDUALS WHO ARE AT A DISADVANTAGE IN THE LABOUR MARKET

6.7 **People with disabilities** receive integrated training provision.

- The guarantee of an offer of a place on Youth Training (YT) is extended to young people aged 18 and over who have been unable to enter or complete YT because of, for example, disability or ill health. Around 3% of trainees on YT have disabilities.

- Priority for places on Training for Work (TFW) is given to people with disabilities. Around 10% of people in training have disabilities.

- Specialist residential training provision is available to some 1,000 trainees with severe disabilities at 15 residential training colleges which are funded centrally through TFW by the Employment Department.

6.8 Action for **ethnic minorities** to benefit from training focuses on ensuring equality of access to, and of treatment within, training programmes. Training in English for Speakers of Other Languages (ESOL), related to the language requirements of particular occupations, may be available for those who need it. People requiring ESOL training enjoy favourable eligibility conditions for training programmes.

6.9 People with basic literacy and numeracy needs can enter Training For Work even if they have not been unemployed for 26 weeks.

6.10 Ex-offenders are able to take advantage of the range of training opportunities delivered by TECs to help them gain the skills necessary for employment. Ex-offenders can count time spent in custody towards the six month qualifying period for Training for Work. Those who have missed the opportunity of a place on Youth Training or Youth Credits, or whose training was interrupted because they have been in custody as a result of offending, are covered by the extended Youth Guarantee (see 4.16) even if they join Youth Training after age 18.

6.11 Young homeless people are recognised as one of the most vulnerable groups needing access to sound advice and counselling. They are encouraged to enter the full range of employment and training programmes. An increasing number of TECs have identified homeless people as a group requiring special help and advice, and are actively exploring ways of addressing their training needs. Initiatives include "self build projects", development of new training materials, and a good practice guide for training providers on how to help young homeless people on Youth Training.

6.12 Funding arrangements for TECs and LECs take account of the additional costs incurred by providers of training for people with disabilities. TECs and LECs can attract bonus payments for reaching set targets in getting people with disabilities into jobs. They are also rewarded with extra funding for outcomes in the form of a job or further training for ethnic minority trainees and have discretion to provide positive action training for people from ethnic minority groups to help them enter occupational areas in which they are under-represented, including management positions. They also receive additional funds for helping those with basic literacy and numeracy needs to gain qualifications.

KEY FACTS

Training for Work will help up to 272,000 people in 1994/95.

Over 650,000 unemployed people have started their own business under the Business Start-up Scheme since its introduction as the Enterprise Allowance Scheme in 1983.

50,000 places on Community Action in 1994/95.

In 1994/95, 265,000 Jobclub places available.

In 1994/95, 37,500 Job Review Workshop places available.

In 1994/95, 250,000 Jobplan Workshop places available.

In 1994/95, 120,000 New Restart Course places available.

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7 ASSURING QUALITY IN THE TRAINING MARKET

AIMS

7.1 Government creates the framework in which the training market can identify and adapt to demographic, technological and economic change. Within the training market employers and individuals are in the best position to determine their own skill needs and how these should be met. Employers are also best placed to determine the activities they need to undertake internally to assure quality of training. Government's role is to ensure that the vocational education and training system is making the most effective use of resources and is offering the best value for money to individuals and the nation.

METHODS USED TO ACHIEVE QUALITY

7.2 Quality training is underpinned by the testing of outputs. National Vocational Qualifications (see section 2) are based upon standards set by employers. They therefore provide the labour market's test of quality and determine the form and content of training, whatever method of delivery is chosen.

7.3 The Employment Department's **Standards Programme** aims to encourage and help employers establish clear occupational standards of competence across all of industry and at all levels. The Department promotes the use of modern approaches to determining and describing standards, training, assessment and certification.

7.4 **Training of trainers and line managers** has been adapted to meet changing needs. The implementation of the NVQ framework includes the establishment of standards which are specific to functions of training and development, and line management. The **Training and Development Lead Body** has developed standards for training and development practitioners, and the **Management Charter Initiative** has developed standards for line managers. Their respective standards inform the content of training of trainers and line managers in all areas. The standards are being embedded in NVQs. By defining the criteria for appropriate trainer competences, the standards provide the focus for the Government's strategy to ensure increased quality in training provision.

7.5 Quality assurance in open and flexible learning is essential to its success. The representative body for the vocational open learning industry is the **British Association for Open Learning** whose membership includes all of the major open learning training providers. **The British Association for Open Learning** is currently developing a quality standard for the UK open learning industry and is represented on **SATURN** which is developing a European quality standard for open learning.

7.6 The establishment of TECs and LECs (see Section 3) as independent employer-led bodies is intended to ensure that provision matches local needs and thus offers better quality training to employers and individuals. Further Education-sector colleges are now accountable to Boards of Governors which include local business people. These changes are designed to produce **increased effectiveness and efficiency** in the use of resources.

MECHANISMS TO MONITOR QUALITY

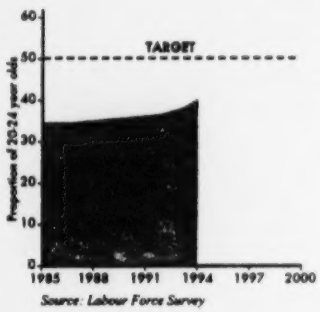
7.7 Innovations in the training market and new advanced methods of delivering training have revolutionised the work of trainers in the UK. The introduction of standards-based qualifications, and the adaptation of training for trainer programmes have been supported by national and local initiatives. Many of the **TECs and LECs** have their own initiatives to encourage and help trainers achieve to the national standards.

7.8 The Employment Department has issued guidance to TECs on the requirements which they must apply to their suppliers. These are quality assured through a network of regional specialist staff and are overseen by the Department. The Department also promotes quality assurance and dissemination of good practice. Its Quality Assurance Plan sets out a programme of national reviews and studies into different training and vocational education issues.

7.9 The Audit Commission provides independent scrutiny of the value for money of activities taken via local government expenditure. It has in the recent past, for example, examined staying on and success rates for post-16 provision. Further Education-sector colleges in England receive their funding from the Further Education Funding Council. The Council's Inspectorate, which includes members with business experience, regularly reports on the quality of teaching and learning in each college.

NATIONAL TARGETS

By the year 2000, 50% of young people to reach NVQ3/academic equivalent



Current national position: 39.0%
Progress needed: 1.5% points a year

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8 WORKING IN PARTNERSHIP WITH THE EUROPEAN COMMUNITY

8.1 Britain benefits from support which the European Community offers for training through the European Social Fund (ESF) and a number of European training programmes. This support is used to achieve higher levels of funding than might otherwise be possible and to complement the policies and initiatives described in this Guide.

EUROPEAN SOCIAL FUND

8.2 The ESF makes a major contribution to vocational training in Britain. Most of its investment is in national programmes, including: national Government programmes involving Training and Enterprise Companies, Local Enterprise Companies and employers; a wide range of other projects run by a variety of private, public and voluntary training organisations; and training programmes for reskilling the workforce in particular geographical areas.

8.3 The ESF operates through partnership between the Employment Department, the European Commission and the organisations involved in running projects. In 1992 some £450 million was allocated to Great Britain from the fund, helping 700,000 people in 6,500 projects.

EUROPEAN COMMUNITY TRAINING PROGRAMMES

8.4 Britain also participates actively in European Community Action Programmes which are intended to supplement and support the vocational training policies of Member States. These programmes involve transnational networks of training projects and exchanges of trainers and trainees. They enable participants to learn from their counterparts in other Member States through the exchange of good practice and experience.

- **FORCE** aims to support Member States' policies to promote the quality and volume of continuing vocational training for employed people. The programme supports a network of 720 transnational projects involving companies, employers' organisations, trade unions and vocational training providers. 91 projects are led by British contractants.

- **EUROTECNET** aims to promote innovation in vocational training to take account of changes in technology. There are 29 British projects in the network.

- **PETRA** aims to support Member States' policies for the vocational training of young people. Around 2,400 young Britons will undertake PETRA training and work experience placements in other Member States in 1994.

- **COMETT** aims to strengthen co-operation between higher education institutions and enterprises in respect of technology training.

- **LINGUA** aims to improve the teaching and learning of foreign languages through in-service training of teachers, pupil and teacher exchanges and other joint projects.

These programmes are due to finish at the end of 1994. The European Commission has proposed that existing transnational training activities should be rationalised within a new, unified, five year programme, called LEONARDO DA VINCI, which would begin on 1 January 1995. A parallel programme, called SOCRATES, would support transnational co-operation in the areas of schools education, higher education and language training.

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ANNEX 2

ABBREVIATIONS

ASCETT	Advisory Scottish Council for Education and Training Targets
CDL	Career Development Loan
CGLI	City and Guilds of London Institute
CITB	Construction Industry Training Board
EHE	Enterprise in Higher Education
ES	Employment Service
ESOL	English for Speakers of Other Languages
GNVQ	General National Vocational Qualification
GSVQ	General Scottish Vocational Qualification
ITO	Industry Training Organisation
LEC	Local Enterprise Company
NACETT	National Advisory Council for Education and Training Targets
NCVQ	National Council for Vocational Qualifications
NRA	National Record of Achievement
NVQ	National Vocational Qualification
SCOTVEC	Scottish Vocational Education Council
SVQ	Scottish Vocational Qualification
TEC	Training and Enterprise Council
TFW	Training for Work
TVEI	Technical and Vocational Education Initiative
YT	Youth Training

FOR FURTHER INFORMATION CONTACT:

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